

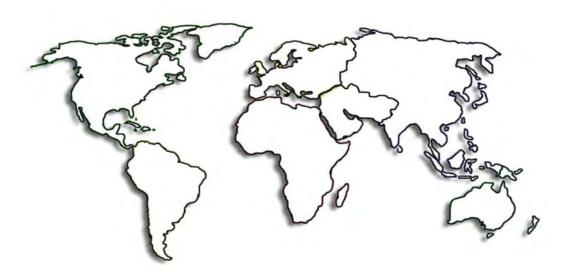




# IMPROVING THE QUALITY OF LEARNING IN ZANZIBAR (MKEZA)

# **Quarterly Technical Report**

January-March 2006



Submitted by:

**American Institutes for Research** 

With:

The Aga Khan Foundation The Joseph P. Kennedy Jr. Foundation

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# TABLE OF CONTENTS

Acknolwedgements	
Table of Acronyms	
Premable	4
Executive Summary	5
Project Summary	
Technical Activities during the Reporting Period	
Partner Development and Cross-Cutting Themes	18
Management Information	20
Challenges Encountered	23
Lessons Learned	24
Success Stories	24
Plans for April 2006	24
Annex I	20
Annex II	3(

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# TABLE OF ACRONYMS

AIR	American Institutes for Research
AKF	Aga Khan Foundation
AKU-IED	Aga Khan University – Institute for Education Development
ASTC	Advanced Secondary Teacher's Certificate
CBTs	Center Based Trainings
CDCs	Community Development Committee
CDO	Community Development Officer
CE	Certificate of Education
CEELM	Certificate in Education: Education Leadership and Management
CEP	Certificate of Education Program
CRT	Community Resource Team
CSO	Civil Society Organization
CWDs	Children With Disabilities
ECD	Early Childhood Development
FAWE	Forum for African Women Educationalists
IED – EA	Institute for Education Development – East Africa
IEPs	Individualized Education Plans
JPKF	Joseph P. Kennedy Jr. Foundation
MKEZA	Mradi wa Kuendeleza Elimu Zanzibar
MoEVT	Ministry of Education and Vocational Training
MRC-K	Madrasa Resource Center – Kenya
MRC-U	Madrasa Resource Center – Unguja
MVDCs	Member of Village Development Committees
NGORC	Non Governmental Organization Resource Center
NTRC	Nkrumah Teachers Resource Center
NTTC	Nkrumah Teachers Training College
PDC	Professional Development Center
PDC – EA	Professional Development Center – East Africa
PGSS	Post – Graduate Schools Support for Sustainability
PSGs	Parent Support Groups
PTIS	Participant Training Information System
PTMS	Participant Training Management System
SMCs	School Management Committees
SNE	Special Need Education
SNED	Special Needs Education Division
TAP	Teachers' Advancement Program
TCs	Teachers Center's
ТоТ	Trainers of Trainer's
USAID	United States Agency for International Development
ZMRC	Zanzibar Madrasa Resource Center
ZNSC	Zanzibar Interim National Science Club
ZPMO	Zanzibar Pre-School Madrasa Organization



# **EDUCATION QUALITY IMPROVEMENT PROGRAM 1 (EQUIP1)**

# Improving the Quality of Learning in Zanzibar (MKEZA) Quarterly Technical Report January 2006 – March 2006

#### **PREAMBLE**

Project Title: Improving the Quality of Learning in Zanzibar (MKEZA)

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#### 1.0 EXECUTIVE SUMMARY

During this quarter January – March, 2006, Mradi wa Kuendeleza Elimu Zanzibar (MKEZA) project implemented various activities consistent with and supportive of the United States Agency for International Development (USAID) education program priorities as well as the government of Zanzibar's Ministry of Education and Vocational Training (MoEVT) policies as outlined in the MKEZA project goals and the subsequent inter-immediate results. Being the last quarter for the current funding, intensive program activities were implemented while the team was preparing for the close out of MKEZA.

Despite the recent organizational changes because of the elections in the last quarter, MKEZA continued to earn the support of the Ministry of Education and Vocational Training. This support is evident during various events where government officials supported MKEZA. One such event was the 3<sup>rd</sup> Forum for African Women Educationalist (FAWE) Science Camp that hosted 184 participants in Pemba. The science camps continue to be well attended as such activity continues to make a difference in girls education. The camp was officially opened by the Minister of Education. During the closing ceremony, USAID Mission Director Pamela White and the Deputy Minister of Education Hon. Khamis J. Makame were the guests of honor. MKEZA will prepare an event during the month of May 2006 to present the program's achievements to the government of Zanzibar.

MKEZA was able to achieve success on the ground by providing support to a higher number of disabled children, girls, schools, communities, and teachers.

MKEZA's Core Team and Joseph P. Kennedy Jr. Foundation (JPKF) continued the work with community mobilization emphasizing girls' education and advocating for children with disabilities. The team was able to reach and conduct medical assessments for a group of 486 school children including 273 girls. Strategies for further monitoring and follow up of children with disabilities were also successfully shared with teachers. Through these activities, 3,459 community members including parents, school management committee members and community leaders were reached during this quarter. A workshop on strategies and methodologies on inclusive education was delivered to 324 teachers, making it possible for 340 students with special needs to enroll in the inclusive education pilot schools (10 schools). Sixty-two teachers from these pilot schools received training on improvisation and use of instructional materials by using locally available materials.

MKEZA partners delivered multiple workshops in Unguja and Pemba during January - March 2006. Through these 73 workshops, 2,737 teachers gained additional knowledge on improving their teaching methodologies, which continues to result in increasing the enrollment of disabled children and involving parents in their children's academic achievements. Librarians gained knowledge on book purchasing, cataloging, circulation, etc. School and community management committees gained additional knowledge on school management and leadership and are using the knowledge to ensure pre-primary education facilities for children.

- Teachers Advancement Program (TAP) delivered the Advanced Secondary Teachers Certificate (ASTC) workshop.
- Professional Development Center (PDC) trained trainers (TOT) and librarians.
- Non-governmental Organization Resource Center (NGORC) trained Civil Society Organizations (CSOs), School Management Committees (SMCs) and Community Development Committees (CDCs)
- Zanzibar Madrasa Resource Center (ZMRC) delivered Center Based Trainings (CBTs) for teachers, SMCs and Community Resource Teams (CRTs).

In response to training needs of partners, all MKEZA project partners monitoring and evaluation staff attended a one-day training workshop in Dar-es-Salaam conducted by TraiNet (Training Results and Information Network). TraiNet is USAID's corporate database system enabling the planning and reporting of information on all USAID training activities.

TAP sought to improve the ASTC course delivery by hiring consultants to review the language, science and mathematics content of the ASTC courses. Based on their findings, TAP held a workshop to discuss ways of improving the English Supplementary units. In addition, the production of the training materials continued. By the end of March, 2006, 39 out of 48 units for pilot Year 1 workshops were produced for use by trainers and trainees. 24 Year 1 units will be ready by the 30th of April, 2006. Also, 8 out of 15 units to be used in Year 2 workshops are near completion.

PDC's notable activities during the quarter included establishment of a learning resource center at the Nkrumah Teachers Training College (NTTC). This center will serve as a training facility for the production of instructional materials, particularly in improvisation not only for pre-service teachers but also for all in-service teachers who will be attending up-grading classes or workshop seminars at NTTC. Three workshops were also conducted for teachers in short courses covering improvisation of teaching material, questioning and classroom management.

NGORC trained 30 Civil Society Organizations (CSOs) trainers from 10 partner CSOs on fundraising, record keeping, community mobilization and monitoring and evaluation. These trainers were also trained on planning and program implementation. CSOs in turn trained 20 SMCs and 10 CDCs in Unguja and Pemba benefiting 160 people (97 male and 63 female). Findings indicated that 87% of CSOs trainers had improved their training skills. However 13% need additional support.

ZMRC conducted Center Based Training for 20 new schools, 20 graduate and the post-graduate schools delivering strategies that support sustainability in schools. The training included a variety of topics such as: community mobilization, parent involvement in school activities, active learning, school staff roles in transition of children from pre-primary to primary school, orientation training for new teachers. Distribution of communities' endowment dividends was also completed. Such activity triggered the revival of non-functioning pre-schools. Follow-up support was also given to teachers in the pre-schools.

Overall the MKEZA partner activities went as planned but of course there are challenges. The biggest challenge remains the future master trainers abandoning the project for various personal reasons, one for example leaving to pursue further studies. The partners are aware of this challenge and are working on future strategies for retaining the trainers.

MKEZA hosted Dr. Randy Hatfield who conducted the final internal project evaluation. The final evaluation report will become available to the project management teams in early May 2006.

# 2.0 PROJECT SUMMARY

The MKEZA program aims to improve the quality of learning in Zanzibar by working with communities and government from the pre-school to the secondary level. The program reaches almost every sector of the educational system in Zanzibar. Emphasis on quality learning is advanced by attention to enhancing government mentoring and training capacities, supporting communities in school management, strengthening teacher skills, promoting participation of local civil society organizations in the education system, and equipping classrooms. By stressing themes that reach out

and include vulnerable populations, such as those with disabilities and girls, the program activities also improve educational access. Working through existing public and private institutions, the program strengthens the support network for Zanzibar's education system and builds unique partnerships to increase resources, support and accountability.

EQUIP1 mechanism is supporting the MKEZA project. The American Institutes for Research (AIR) serves as the recipient of the grant, providing management support to the project. Aga Khan Foundation (AKF) is the lead agency in Zanzibar, and through its partners and a core team implements MKEZA activities. The core team is led by the Chief of Party and a complement of technical experts who help to share and track program lessons, add technical depth, and strengthen relationships with other actors, including government. In addition, AKF works through several of its existing projects to implement the program. Professional Development Center (PDC) and Teacher Advancement Program (TAP) work closely with the educational infrastructure in Zanzibar to enhance teacher skills. Zanzibar Madrasa Resource Center (ZMRC) works with community-run Madrasa pre-schools to enhance educational opportunities for young children, and NGO Resource Center (NGORC) helps to strengthen civil society organizations in their approaches to working with communities and policy makers.

In addition, Joseph P. Kennedy Jr. Foundation (JPKF) works as part of the EQUIP1 team to provide the project with valuable technical inputs on a consultancy basis. AIR manages those inputs in consultation with the field team, as well as distribution of funds to the Ministry of Education and Vocational Training (MoEVT) for the procurement of resources necessary to equip classrooms and laboratories of colleges, teacher centers and schools and enhance new teacher skills being developed through other parts of the program. The MoEVT is an integral part of every aspect of the program delivery and is seen as a full partner in MKEZA.

# 3.0 TECHNICAL ACTIVITIES DURING THE REPORTING PERIOD

During this quarter, a considerable number of activities have been carried out through the various components of MKEZA. In particular, various workshops/trainings were implemented. They ranged from TAP's training of ASTC trainees, PDC's training of trainers and librarians, NGORC's training of Civil Society Organizations (CSOs), School Management Committees (SMCs) and Community Development Committees (CDCs), Core Teacm/JPKF training of teachers in Special Needs Education (SNE) workshops and ZMRC's Center Based Trainings (CBTs) for teachers, SMCs and Community Resource Teams (CRTs). The total number of workshops/trainings for the quarter was 73 benefiting 2734 people, 1006 male and 1728 female (see annex 1). Below are the activities and their impact described as per MKEZA Intermediate Results.

# 3.1 Intermediate Result 1: Improved Availability of Teaching and Learning Materials

MKEZA continued with its efforts in providing teaching and learning materials to schools and Teacher Centers (TCs). Additional books, furniture, computers and printers have been delivered. A mini-library is under establishment at TAP/PDC office in Unguja with extra books to be purchased. Training material modules were written, edited and printed. Distribution of modules to SNE pilot schools was completed. Review of training material by TAP was also conducted. Two workshops were conducted under this IR attended by 34 participants, 19 male and 15 female. (See Annex 1 table 2).

Establishment of a Mini Library at the NTRC with the Possibility of Mobile Lending Facilities

The PDC Librarian and Documentation Officer carried out a needs assessment for the Teacher Center libraries and librarians. Two questionnaires were used, one for choosing a name for the mini

library and the second one for identifying areas for capacity building for the TC Librarians. The findings were as follows: there was need for more books; need for providing training to librarians; books and other materials were not systematically organized; the libraries did not have adequate furniture and reading culture was very low at all levels of education.

Based on these findings, planning for a TC coordinators and librarians capacity building workshop was held on the 23<sup>rd</sup> and 24<sup>th</sup> of March at the PDC/TAP office in Zanzibar and a workshop conducted on the 28<sup>th</sup> to 30<sup>th</sup> of March at National Teachers Resource Center (NTRC) where 26 (13 male and 13 female - 100%) people participated. The workshop delivered training on acquisition of books, processing of new books and library management. The workshop ended with a study tour at the Zanzibar National Library where the participants got a chance to see the things they had learnt about during the workshop.

PDC is in the process of buying books that were recommended by the TC coordinators and librarians. Once all the books are purchased, the books will be circulated to the TC Libraries through the mobile library. To date, 19 out of 133 titles/books that were requested by the TCs have been bought. PDC has now established a mini library at the PDC/TAP office in Zanzibar. So far, 102 books have been bought and a lending system developed. Various users of the mini library, including those who are planning to attend the certificate courses, are already borrowing the books.

# Additional Material for Teacher Centers (TCs)

USAID provided further funding to procure tables and chairs for 9 TCs through MKEZA. In Michakaini TC, Pemba, 40 tables, 160 chairs and 5 cupboards were officially handed over by the USAID Director, Pamela White to the Deputy Minister, Hon. Khamis J. Makame on March 24th, 2006. The furniture will be distributed to 4 TCs (Michakaini, Wingwi, Mitiulaya and Mizingani) in Pemba. Also, there is an additional request for furniture for the model classroom at Shamiani Secondary School, Pemba.

In Unguja, 20 tables and 80 chairs were delivered to Kiembe Samaki TC and the Model Classroom at Fuoni Secondary School. The remaining 4 TCs will receive the same set of furniture in April, 2006. In addition, all the nine TCs are fully equipped with textbooks, audiovisual facilities, and laboratory equipment. Motorcycles were also supplied to nine TCs in Unguja and Pemba. The availability of the above will increase the training capacity of the TCs significantly. TCs are set to be the center for delivering the training facilities for teachers in both secondary and primary.

# Delivery of TC Equipment and Books

Each Teacher Center resource base now has audio-visual equipment, laboratory equipment, computers and printers, 135 Science, Mathematics and English textbooks and two storage cupboards. They will also receive a bookshelf, two notice boards, and 2 cupboards for storing training materials, 10 tables and 40 chairs.

The TC Coordinators and advisors have identified training needs in using, managing and development of these resource bases. Model resource bases are being set up in collaboration with MKEZA Core Team in two TCs and 2 schools both in Pemba Unguja.

#### ASTC Training Materials

TAP continued with the process of producing training materials. They wrote, edited and printed 39 out of 48 units for the pilot Year I workshops as a draft version for use by trainers and trainees. Eight out of 15 units for year 2 were written but have not been edited. Also, 24 out of 48 Year 1 units will be revised and printed for phase two training. The materials were written, printed and edited by local personnel. Prepared material included:

- Science and mathematics teacher guides
- Civics units
- Improvisation, Laboratory Management and Educational Technology units
- Special Needs Education units
- English Supplementary units
- Course notes for induction

# Language Material Review

TAP held a two-day workshop at the NTRC with English unit writers and Mathematics and Science teachers to review the English supplementary unit 1, as per the English language consultant's recommendations. Attention was given to language functions rather than structures and language activities were given more of a science and mathematics context. Additional activities were included to encourage use of the library and to engage the trainees cognitively.

#### Development and Distribution of Special Needs Education Modules

MKEZA Core Team in collaboration with JPKF and the Special Needs Education Division (SNE-D) of the MoEVT developed and distributed to teachers in the 10 Special Needs Education pilot schools 4 modules on: Introduction to Inclusive Education; Educational Assessment and Intervention Measures for Children with Special Needs; Behavior Management Strategies for Children with Special Needs in Inclusive Classroom; and Advocating for Children with Special Needs. The 4 modules were translated into Kiswahili, the language of instruction at primary school level. In addition, 2 modules on Use of Sign Language and Use of Braille for deaf and blind children are being finalized for distribution.

#### Classroom Material for Special Needs Education

MKEZA has supported transcribing of pupils' core textbooks and teachers guides into Braille for use by blind pupils and blind teachers. The transcribed teachers' guides and pupils' subject textbooks include Mathematics, English, Kiswahili, Social Studies and Science. Each of the 10 pilot schools was provided with an office and storage cupboard for the instructional materials to ensure proper care and durability.

MKEZA has therefore been able to supply more learning material than what was initially the target under this Intermediate Result. This includes the establishment of a mini library at the TAP/PDC office in Unguja. PDC purchased extra books for the library and plans to distribute the remaining books. MKEZA also purchased additional material for TCs and model schools that included tables, chairs, cupboards, bookshelves and notice boards. Material for SNE were also purchased and delivered.

#### 3.2 Intermediate Result 2: Improved Teacher Skills

The ASTC course module 1, phase 3 of the Certificate in Education: Teacher Education (TOT) course and the Certificate in Education Science course were completed this quarter. This therefore necessitated assessments and observations that provided evidence on the improved skills of teachers. PDC/TAP conducted observations for ASTC trainees who exhibited active learning methodologies, use of improvised locally made material and extensive use of English as the language of instruction. Trainees were more confident and used English language more effectively, specifically in asking and rephrasing questions. 53 out of 85 ASTC trainees examined, attained above the ASTC pass mark of 40%.

In addition, MKEZA project was able to provide training to 62 teachers in 10 SNE pilot schools on improvisation and effective use of instructional materials using locally available no-cost to low-cost

material. Teachers have been observed doing this. The teachers were also given training on use of sign language and Braille for effective communication with deaf and blind children. MKEZA/JPKF also provided a 5-day School-Based Teacher support to 324 teachers (130 male and 194 female) in the 10 pilot schools to improve teaching effectiveness in inclusive classes. The total number of trainings under this IR was 11 with 226 participants, 170 male and 56 female. (See annex 1 table 3).

#### Certificate in Education: Teacher Education (ToT) course (CE: TE)

The field based component of the CE: TE course was completed giving way to phase three that commenced in this quarter. Four Saturday Seminars (3 in Unguja and 1 in Pemba) were also conducted during this reporting period, topics covered during the seminars included Mentoring, Educational Technology in Teaching and Learning and Facilitating Adult Learners.

Phase three of the course was implemented from the 30th of January to the 17th of February with 21 participants both from Unguja and Pemba successfully completing all the course modules. Four of the participants dropped out due to pursuing of further studies, illness and personal reasons. The modules covered in phase three included:

- Module 4 Assessment Strategies
- Module 5 Further enrichment of pedagogical content and knowledge
- Module 6 Synthesis of Professional Learning

Course participants were also introduced to methodologies of analyzing current assessment practice and their implications to learning of science, evaluation and different types of tests. An additional 11 male also participated in phase two and three of the CE: TE course to take care of the deficit. In total, 32 course participants were trained compared to the initial target of 25. A ceremony will be organized to award certificates to the trainees.

Planning and development of Certificate in Education: Teacher Education (ToT) (CE: TE) for Social Studies

A baseline survey for the CE: TE (Social Studies) program was carried out on the March 17th, 2006. The baseline survey involved filling of questionnaires and interviews with 8 male participants (3 in Unguja and 5 in Pemba) including Social Studies Advisors and resource teachers. The baseline survey was carried out to establish the practice and the specific training needs of those who will participate in the course. Planning for the second ToT course began on March 20th and ended on April 6th, 2006. A handbook was developed for the course and it has been sent to Aga Khan University - Institute for Educational Development for approval. Handouts to be used during delivery of the program were also prepared.

# Delivery of the Certificate in Education Program for Science (CE: Science)

Planning for the certification ceremony for 20 participants (6 male and 14 female) who completed the course last year is still in progress. Monitoring exercise for the participants was carried out which involved classroom observations and interviews. Findings indicated change in practice specifically in the following areas:

- Lesson preparation
- Involvement of learners during the lessons through group work, effective questioning and giving them responsibilities
- Improvisation and use of low cost/ no cost materials
- Improvement in general classroom management

# Training of Teachers in Short Courses

Workshops were conducted for teachers in the following areas:

i. Teachers' Short Course 4. The workshop's theme was on "questioning" and it was attended by 25 participants (15 male and 10 female) from the 15 PDC cooperating

- schools in Pemba. Participants learnt how to formulate questions, how to help learners respond to questions and how to respond to learners questions.
- ii. Teachers' Short Course 5. The workshop's theme was on Improvisation of Letter Cutting (see picture below), Handwriting and Labeling Resources. 26 participants (15 male and 11 female) attended the workshop.
- iii. Teachers' Short Course 6. The workshop's theme was on Classroom Management, attended by 29 participants (15 male and 14 female). Participants were taught the meaning of the concept "Classroom Management", explored challenges they face in managing classrooms and suggested possible solutions to the challenges.



Capacity Building of Nkrumah through Understudies
Three understudies (2 male and 1 female)
participated in facilitation of phase three of the
CE: TE course and in the planning for the CE:
TE (Social Studies) course.

# Training of ASTC Trainers

Module 1 was completed and trainers were faced with the task of marking the assignments and examination, observing and assessing the teachers in the classroom. They were also, at the same time, receiving phase 3 ToT training from PDC. It was observed that there was improvement in trainees' use of English language, use of

improvised materials and use of group activities. But there was still poor use of textbooks and some teachers lacked confidence in rephrasing questions.

#### ASTC training

Module 1 of ASTC training was completed. Classroom observations of trainees and grading of the module 1 examination and assignments were also completed. In Unguja 29 out of 64 trainees and all the 27 trainees in Pemba were observed in classrooms. Trainees were applying good practices learned during the observations. Trainees had more confidence in using English, posing questions and giving instructions. Examination and assignment grading showed that 53 out of 85 trainees attained the ASTC pass mark of 40%.

#### English and Science Content Review of the ASTC Curriculum

Ann Brumfit was hired by TAP on consultancy basis to review the progress of the program, mainly the language element of the ASTC course. Her main recommendations were as follows:

- More attention should be given to language functions rather than structures
- Improvement in study skills, especially in use of textbooks.
- Attention given to the development of student and teacher English language
- Use of Kiswahili as a bridging language
- Trainees to develop self-help groups in studying
- Clear direction for trainees in terms of their duties and responsibilities
- Assignment criteria given to trainees and fast marking and return of assignments with feedback
- More structured language file with explicit guidelines to replace the language logbook
- More subdivisions of the classroom observation criteria for a less ambiguous assessment scheme
- The original baseline survey to be modified and used as a language monitoring tool

Dr. Martin and Helen Desforges were hired on consultancy basis to review the ASTC curriculum with reference to Science and Mathematics component. They made the following recommendations:

- Have a mission statement for the curriculum.
- The curriculum would benefit from a greater emphasis on development of a whole range of psychomotor and cognitive skills and more specific reference to participatory teaching and learning methods
- The course should encourage access to a whole range of teaching and learning resources: textbooks, magazines, newspapers, internet among others.
- A strict editorial review was recommended for the teachers' guides to bring them up to good quality documents. Clearer instructions are needed for the use of the teachers' guides.
- Provided ideas for the criteria framework for school observation in content and methods.

Baseline Surveys on Use of English and Students Attitudes to Science and Mathematics

To assess the language use of ASTC trainees and their students, a survey of 25 out of 27 ASTC trainees at Michakaini TC was conducted. A comparative survey was made of under-qualified teachers at Mitulaya TC who have not started the ASTC course. This would serve as a baseline to monitor future progress of the ASTC trainees and compare their use of language with teachers who are not following the ASTC course.

Findings revealed that trainees are more confident and are using the English language more effectively, asking questions and giving instructions in English. The challenge was that the teaching is not interactive to allow students to develop communication skills. The trainees were also not correcting students' language or modifying their own language to make it clearer by rephrasing questions. However, ASTC trainees at Michakaini TC were more confident and using English language more effectively compared to the non-ASTC trainees at Mitiulaya TC.

A survey for students' attitudes to science and mathematics was conducted to gather baseline data that would be used in monitoring the impact of the ASTC course on students' attitudes to sciences. It would also be used to analyze reasons for any differences in attitudes and give indication of the impact of the FAWE program on how participants of the FAWE science camp view science.

CEP Science to Include Designing and Development of Materials for TCs and Teachers in Science

Twenty - eight (19 male and 9 female) diploma pre-service teacher participants who attended the workshop on the use of low cost/no cost teaching and learning materials for teaching Science subjects were given certificates. They were observed and mentored as they implemented the skills they learnt. Findings of the follow-up activities revealed that participants of the workshop could prepare low cost/no cost teaching and learning models such as esophagus, heart, ear, lungs and the human skeleton with minimal help.

To help sustain these teaching/learning skills, MKEZA CT supported PDC in establishing a learning resource center at the NTTC where a classroom will be furnished with 10 tables, 40 chairs, 1 cupboard, 4 open shelves, 2 flip chart stand and some stationery. This center will cater for training facilities on the production of instructional materials particularly in improvisation not only for preservice teachers but also for all in-service teachers who will be attending up-grading classes or workshop seminars at NTTC. MKEZA CT will further train the NTTC tutors in order to sustain and keep the serviceability of this learning resource center at the college. The PDC Coordinator and the tutor in-charge of this center will supervise the training.

Training of Teachers in Inclusive Education

62 teachers from the 10 pilot schools were trained on improvisation and effective use of instructional materials using locally available no-cost to low-cost materials. The teachers are therefore regularly improvising and effectively using improvised teaching aids for effective learning for all pupils in inclusive classes.

#### School-based Teacher Support in Pilot Schools

The MKEZA Core Team in collaboration with JPKF and the MoEVT SNE provided a 5-day School-Based Teacher support to 324 teachers in the 10 pilot schools to improve teaching effectiveness in inclusive classes. Teachers were supported on development and proper use of teaching aids for children with diverse education needs. The classroom management skills included sitting arrangement, group-work, Individualized Education Plan (IEP), participatory/active learning and parental participation/support of children with special needs education. 62 in –service teachers from the 10 pilot schools were trained on use of Sign Language and Braille for effective communication and active participation with deaf pupils in inclusive classes.

To help sustain improved teachers skills, follow-up of activities were conducted through field observations and assessments. Follow-up activities have also been planned to continue in the month of April. MKEZA Core Team also supported PDC in establishing a learning resource center. The Center will cater for training facilities on production of instructional material through improvisation.

# 3.3 Intermediate Result 3: Improved Student Readiness for School

Student readiness for school improved through MKEZA's activities. School Committee members and parents from ZMRC's pre-schools were trained and observed to be involved in transition activities. Pre-school teachers were encouraged to coordinate with primary schools so as to ease the process of transition of children from pre-schools to primary schools. As a result, teachers made visits to nearby primary schools in preparation for transition of their students. In addition to the training workshops it was also reported that SMCs and Primary School Committee members have developed working relationships. For example, Madrasat Zamzam and Chumbuni Primary School started working together in collecting fees for standard one.

During this quarter, 486 (213 male and 273 female) out of school, school age children were assessed for disabilities and 3459 (1391 male and 2068 female) community members were reached. 340 children with special needs were enrolled in school through MKEZA Core Team and MoEVT efforts. The number is expected to increase when schools re-open. This is all because of the intensive advocacy and community mobilization during phase five of Inclusive Education. Campaigns in support of girl access to education were intensified during the quarter. Five CSO's conducted campaigns reaching 13 communities. Approximately 300 people attended each campaign. 1446 participants (309 male and 1137 female) people participated in various workshops to improve student readiness for school. (See annex 1 table 4).

Train 100 Teachers in 20 Early Childhood Development (ECD) New Schools.

ZMRC conducted 6 Center Based Trainings (CBTs) for an average of 84% out of 72 teachers from 12 new schools in Unguja. Five extra trainings were conducted for 13 extra teachers from the 2 newest schools who were taken on board from October 2005. In Pemba, 6 CBTs were also conducted for an average of 76.4% out of 52 teachers. Teachers were also trained on methods of identifying children's special needs.

Teachers in Unguja were trained on the importance of physical education and on the necessity for coordination with primary schools so as to promote transition activities. As a result, teachers have strengthened their support to children during outdoor activities and made visits to adjacent primary

schools to start coordination in preparation of children transition from pre-primary to primary schools.

ZMRC trainers shared the findings of their Monitoring and Evaluation Instrument (MEI) analysis with teachers who were able to work on their weak areas by looking at the trend of progress of their schools in different aspects. Trainers also provided site-based support to teachers on story telling. In the 2 newest schools of Mwanyanya and Kidoti, teachers' capacity in language teaching increased following the CBTs and site-based support on language training given to them.

#### Train Teachers in 20 ECD Graduate Communities.

One workshop on Child Motivation was delivered for 24 out of 51 teachers (47%) from 12 ECD graduate schools in Unguja and 2 center-based meetings on endowment for the schools were also held. Monitoring and Evaluation officer and Community Development Officers (CDOs) facilitated sessions on amounts of dividends for each school. Follow-up by CDOs on the use of dividends showed that many schools had used their dividend money for improving physical structures in schools and provided teaching/learning materials.

In Pemba, 4 CBTs were conducted for 16 Head and Lead Teachers from 8 ECD graduate schools with an average attendance of 88%. As a result of the training, participants shared the inputs with other teachers in their schools. Trainers also made follow-up visits to teachers and assisted them in conducting 3 parent workshops in 3 graduate communities on Islamic Child Care. Trainers also conducted a 5-day orientation training for 29 untrained teachers from graduate schools with an average attendance of 81.4%. One workshop on Inclusive Education was also held during this quarter.

Provide Follow-up Support for Teachers in 20 ECD New Communities on Active Learning/Parent Support. Follow-up support was provided to teachers working with parents for developing learning materials and therefore improving indoor learning areas. Trainers also provided support to teachers in teaching language and Mathematics and in developing guidelines for parental involvement in school activities. This was done in both Unguja and Pemba.

Support was also given to teachers in conducting parent meetings, workshops, working with parent support groups to complete children profiles by measuring their height and weight. Measuring of height and weight assisted the parents in relating their children growth rate to the child development in other areas.

Provide Follow-up Support to Teachers in 20 ECD Graduate Communities on Learning Outcomes and Active Learning.

In Unguja, ZMRC trainers visited all schools for the purpose of data collection and on-site support. Head and Lead teachers as members of Community Resource Teams (CRTs) were observed and supported in observing and assessing other teachers on practicing active learning. Completed assessment forms were collected by trainers for analysis. Teachers were also supported to fill baseline profiles for new children. Teachers in both Unguja and Pemba were supported in developing teaching and learning materials and equipping indoor and outdoor areas through monthly visits. As a result of these visits, learning areas of schools are now more attractive.

Provide Follow-up Support to 40 PGSS (Post-Graduate Schools Support for Sustainability) Communities on Active Learning.

ZMRC trainers in Unguja supported Zanzibar Pre-school Madrasa Organization (ZPMO) staff to conduct a 5-day orientation training for 16 untrained teachers who joined Graduate Madrasa preschools. The teachers are now being supported by Lead Teachers of their respective preschools

so as to build their capacities in practicing active learning methodologies. One CBT was conducted for 53 out of 98 teachers (55%) from 28 PGSS schools on Child assessment. Trainers in Unguja also observed and assessed Head and Lead teachers in classroom practices and practicing active learning. Observed teachers were then given feedback and orientation on the assessment tool so as to build their capacities as CRTs to observe and assess other teachers on the same.

In Pemba, trainers and CDOs visited 16 PGSS communities. During these visits, teachers were observed and supported in practicing active learning and given assignment on material development and collection. As a result of these visits, schools such as Hidayatul Ikhwan and Rahman Makombeni, increased the number of learning materials in classes.

Graduate Associations in collaboration with ZMRC Community Development Officers mobilized five communities and revived their preschools. They include, Madrasat Rahman Upenja, Madrasat Banina wal Banati Uzi, Madrasat Ulwiya Mbuzini, Madrasat Iman Cheju and Madrasat Kawthar Mtopepo. SMC members and teachers continued in mobilizing communities to enroll more children, improve physical structures and develop teaching/learning materials.

Review and Support Government Pre-primary Teacher Training Approaches

A draft Terms of Reference (TOR) for conducting a baseline survey on pre-school teachers training approaches in Saateni Government Pre-school Teachers Center was developed and awaits approval in the next review meeting. Brainstorming on different methods that could be utilized in working with government pre-primary teacher trainers was also done.

Train Head Teachers/Lower Primary Section Leaders on their Roles in Transition of Children
In Unguia, two workshops for pre-school and lower primary school teachers from f

In Unguja, two workshops for pre-school and lower primary school teachers from four pilot schools were conducted. The focus was on establishing strategies for developing children material kits. CDOs supported SMC and Primary School Committee members from Chumbuni Primary and Madrasa pre-schools to hold a meeting in preparation of transition activities.

As a result of training workshops it was reported that SMCs and Primary School Committee members have developed working relationships. For example, Madrasat Zamzam and Chumbuni Primary School started working together in collecting outstanding fees for children in standard one.

In Pemba two CB workshops were conducted, one to Education Inspectors and Head Teachers from pilot Madrasa and primary schools and another to SMC and Primary School Committee members on easing transition of children from pre to primary schools. Two joint teachers meetings were conducted for pilot schools, Mtambile and Jadida primary schools, with their respective partner Madrasa Preschools. Teachers planned strategies in supporting each other for materials development.

Review SMC Training Manual to Include Content on Early Childhood Development CDOs continued to incorporate feedback on the manual from MRC-K and MRC-U.



Campaigns for Girls' Education in Communities

NGORC distributed material (t-shirts, posters and slogans) and gave financial support to 5 partner CSOs for implementation of girl's educational campaigns (See picture on the left). The campaigns aimed at creating awareness and encouraging accountability of the community in supporting girls to access

quality education. Thirteen communities both in Pemba and Unguja were reached during the campaigns. More than 300 people attended in each campaign held by the 5 CSOs. Communities reiterated their willingness to support access to girls' education by among others, passing on information to other community members.

CSOs were also assisted in making linkages with other partners to deliver campaigns for girls' education. For example, ZACA was able to link with a volunteer from Germany who will work with them in advancing education for children, especially girls.

#### School-based Teacher Support for Inclusive Education

The school based teacher support activities intensified community mobilization, sensitization and advocacy for children with disabilities, medical assessment and recommendations for children with diverse needs in education. As of to date 3,459 (1391 male and 2068 female) community members (parents, School Management Committee members and community leaders) were reached and 486 (213 male and 273 female) out-of-school, school age children were assessed. (See Annex 2 Table 3).

A total of 340 new pupils with special needs have been enrolled in the 10 pilot schools. This number keeps increasing, as the MoEVT policy requires head-teachers to admit children with special needs throughout the year. This number is therefore expected to be higher by the end of April, 2006 when the new school term begins.

MKEZA in collaboration with parents and School Management Committees provided a specialized desk and a wooden walker to two pupils with physical disabilities. MKEZA also procured 10 tricycles for children with physical disabilities in the 10 pilot schools to assist with their mobility. SMCs provided construction materials and labor to build rumps in the pilot schools to ensure that school facilities such as classrooms, head-teachers' offices and staff rooms are easily accessible by all pupils including those with disabilities. These activities have prepared the Zanzibari child for school.

#### 3.4 Intermediate Result 4: Improved School Management

MKEZA project continued implementing activities to improve school management. NGORC officers trained CSO trainers who in turn trained SMCs and CDCs with methodologies that would assist them in school management. During the quarter, 20 SMCs and 10 CDCs were trained on modules for improving school management, benefiting 160 people (97 male and 63 female). PDC also worked towards improvement of school management by training heads of educational institutions in the Certificate in Education: Educational Leadership and Management course. Training of additional people, which included District and Regional Education Officers, was completed and they are awaiting the graduation ceremony. 796 people (436 male and 360 female) were trained with the aim of improving school management practices. (See Annex 1 Table 5).

# Review of the Educational Management Diploma

The Head of Educational Management Faculty of AKU-IED reviewed the Educational Management Diploma at NTTC. The final draft was presented to NTTC and will also be presented to the Ministry of Education and Vocational Training.

#### Certificate in Education: Educational Leadership and Management (CE: ELM) Course

A certification ceremony for 10 participants (7M, 3F – 40%) both in Unguja and Pemba who completed the course is being organized. The graduates will be awarded certificates from Aga Khan University- Institute for Educational Development (AKU-IED). A leadership and Management workshop was also conducted in October 2005 in which an additional 25 (22M, 3F) Regional and District Education Officers from Pemba participated. Thus, a total number of 35 (29 male and 6 female) educational managers have been trained and are able to manage their institutions better.

Train CSOs Trainers on Modules for Improving SMCs and CDCs Capacity.

NGORC trained Thirty CSOs trainers from 10 partner CSOs on fundraising, record keeping, community mobilization and monitoring and evaluation. They were also trained on planning and program implementation. CSOs in turn trained 20 SMCs and 10 CDCs in Unguja and Pemba benefiting 160 people (97 male and 63 female).

# Follow-up Support to CSOs Trainers

Back-up support was provided to the CSOs in training of SMCs and CDCs in record keeping, community mobilization and monitoring and evaluation. The follow-up support was also used to assess the trainers' capacity in training. Findings indicated that 87% of CSOs trainers had improved in their training skills. Thirteen percent need more support.

#### Train SMCs in 20 ECD New Communities

Three CBTs were conducted in Unguja for an average of 64.41% of 105 SMC members from 12 new schools. Topics covered were Problem Solving, Field Experiences on Fund Raising and Report Writing. In the training on fund raising, participants were able to share their individual school experiences, achievements and challenges. In terms of achievement, Jendele pre-school was a good example. They had managed to get funds for building 2 more classrooms, one office and one toilet and were soliciting for more funds to be used in roofing.

Three CBTs were also conducted in Pemba for an average of 53.3% of 80 SMC members from 8 ECD new schools. Topics covered were Financial Record Keeping, Community Mobilization and Involvement and Leadership. As a result of this training financial record keeping improved and are up to date in almost half of the new schools, SMC members have improved in their leadership skills and most of them can take part effectively in community mobilization and involvement.

As follow-up support, each of the 20 new schools was visited at least twice a month in this quarter. Community Development Officers (CDOs) were mainly concerned in supporting SMC members to refine and improve school records, review implementation of monthly work plans and develop quarter two work plans. For example in Madrasat Zamzam SMCs were supported to revive and update income/expenditure book. CDOs also assessed and filled assessment forms for SMCs on their attendance in SMC meetings and school activities in preparation for certification.

SMC members were supported to work with parents and other community members in fencing school playgrounds and constructing more outdoors low cost toys. One community meeting was held in Kidoti new school to assess the community's understanding of the contract with an attendance of 100 (12 male and 88 female) community members. The new ZMRC Regional Coordinator Ms. Shakhnaz attended the meeting. The school is facing the challenge of over enrollment of nearly 100 children compared to the classroom space. The plan is to use the temporary building in the community for accommodating the children and inviting community members to help teachers in managing the children.



A community member in Madrasat Zamzam Mtoni has devoted his building to permanent use by the school. In turn, the SMC has managed to mobilize funds for building a wall for the school building. (See picture).

Sixteen ECD new communities out of twenty were supported to select Community Resource Teams (CRTs) of 5 members each including one Head Teacher, one Lead Teacher, one Community Mobilizer from SMC, one Member of Village Development Committees (MVDCs) and one representative of Parent Support Groups (PSGs). In Pemba, 3 days Center Based orientation trainings were conducted for an average of 76.3% of 32 CRT members. Topics covered were Roles and Responsibilities of CRT members, Sustainability of Madrasa Preschools and Planning. In Unguja one joint CBT was conducted for CRTs and SMCs from 10 new schools on Roles and Responsibilities of CRTs. Another workshop was conducted for CRTs on Training Needs Assessments. Average attendance was 84.5% of 50 CRT members. (Annex 1 Tables 5 and 6).

Overall, activities towards achievement of improved school management have been completed. Follow –up support activities and field observations are now being conducted and will continue through the month of April.

#### 4.0 PARTNER DEVELOPMENT AND CROSS-CUTTING THEMES

#### (a) MKEZA partner development

# MoEVT, Ministry of Health and MKEZA Collaboration

MKEZA enhanced collaboration between the Ministry of Education and Vocational Training (MOEVT) and the Ministry of Health. During this reporting period, medical doctors from government hospitals were able to spend two days at each of the pilot schools working closely with the head-teachers, teachers, parents, school management committees, and children to assess and identify those children with special needs. Parents and community members were sensitized on the importance of educating all children including those with disabilities.

# TraiNet Training Course and Success Story Writing

All MKEZA project partners monitoring and evaluation staff attended one day training in Dar-es-Salaam conducted by TraiNet (Training Results and Information Network). TraiNet is USAID's corporate database system enabling the planning and reporting of information on all USAID training activities, including in country training. Data collected by USAID and/or its partners via TraiNet includes measures of results and Performance monitoring, training participants and program identification, costs and costs – sharing.

The TraiNet software is self-contained distributable application that helps Missions, contractors, and contractor system at various locations to collaborate in Training for results. TraiNet replace former database such as the Participant Training Information (PTIS) and the Participant Training Management system (PTMS). Monitoring and evaluation staff of MKEZA partner organizations also attended a one-day communication workshop. Wylie Kimberly, USAID communication's officer facilitated the session on writing success stories and provided advice on profiling and documentation of communication activities.

# Capacity Building for TAP staff

TAP organized a Needs Assessment workshop for TC coordinators and science advisors. The workshop's objective was for participants to identify their TAP responsibilities and defining their training needs as to those responsibilities. As a result, TAP core team, TC coordinators and ASTC trainers are being trained on computer use. The NTRC reprographics technician was sent on a one-month course to the Vocational Training College for training in maintenance of photocopiers, printers and fax machines in Dar-es-Salaam. These skills will benefit the MOEVT and TAP in maintenance of their office equipment.

TAP Co-manager, training coordinator and Pemba coordinator attended a 10-day management training for development projects. The main objective of the course was to provide skills for strategic planning and management of change. Six TAP Core Team members and MKEZA liaison officer attended a 5-day study tour in Uganda, they visited a number of educational institutions such as Kyambogu University, St. John the Baptists Teacher Training College and Kaliro National Teacher Training College. The objective of the tour was to discuss the development, use and management of resource bases in schools, Teacher Centers and other educational institutions and also to observe and discuss the various aspects of delivering teacher training and assessment.

#### (b) MKEZA Final Evaluation

This being the last quarter of MKEZA project, Dr. Randy Hatfield conducted the final evaluation that commenced with his arrival on March 25th, 2006. Dr. Hatfiled departed from Zanzibar on the April 6th, 2006. The final internal evaluation report will be finalized and shared in early May 2006. The main objectives of the evaluation were as below:

- Provide an evaluation of the extent to which all project objectives and intermediate results were achieved.
- Describe the successful achievements, challenges and lessons learnt during the project implementation
- Analyze and review the effectiveness of the Monitoring and Evaluation tools and procedures used to measure project results
- Assess changes and effort made at improving the project management structures, project planning and implementation especially since the mid-term evaluation
- And to provide case studies that demonstrate project success.

# (c) Cross Cutting/Mainstreaming Themes

MKEZA/FAWE Students Science

The third FAWE Girls Science Camp was conducted in Pemba. Forty girl students and 8 teacher advisers from selected secondary schools in Pemba's 1st science camp, 60 girl students and 12 science advisers from selected secondary schools in Unguja, 40 boys and 8 teachers from selected secondary schools in Pemba plus 16 facilitators totaling to 184 participants. (See Annex 2 Table 1).

The camp was officially opened by the Minister of Education witnessed by MoEVT departmental directors on the 20th of March 2006 in Pemba. He recognized the synergy of collaboration between FAWE and MKEZA and extended his appreciation to USAID. He mentioned that the Ministry is contemplating another science camp attended by standard 4 to 7 pupils, giving a chance to primary pupils.

Highlights of the workshop were science practical work activities, hands on experiments, scaling and measurement, field trips and organizing science clubs. The camp's main purpose was to give girls an opportunity to improve their ability in sciences and mathematics.



The science camp closing ceremony was attended among others by the USAID Director Pamela White and the Deputy Minister of Education Hon. Khamis J. Makame. The Mission Director encouraged and

inspired participants to become activists in science and math. USAID branded T-shirts and caps were distributed to participants. The 3<sup>rd</sup> science camp paved way for formation and organization of Zanzibar Interim National Science Club (ZNSC). A list of the elected officers is attached in annex 2 table 2.

In response to this event, the 3<sup>rd</sup> science camp teacher participants assured MKEZA and FAWE that 95% of secondary schools, which participated, will organize science clubs in their respective schools. This is also in preparation to the proposed organizational management and leadership training for club officials and members. The proposed training will focus on the following topics:

- 1. Conducting meetings
- 2. Proposal and letter writing
- 3. Organizing working committees
- 4. Fund raising
- 5. Project implementation
- 6. Report writing
- 7. Officers duties and responsibilities

# MoEVT Students' Career Day Activities

MKEZA Core Team supported the MoEVT Career Day activities. The First Students Career Day was conducted on 4th March 2006 in Michakaini TC Pemba, with 30 participants: 24 students (11 male, 13 female) and 6 teachers (3 male, 3 female) and the second Career Day was conducted on the 7th of March 2006 in Unguja with 34 participants: 28 students (10 male, 18 female) and 6 teachers (2 male, 4 female). The MoEVT focal point on gender spearheaded the activities assisted by 4 facilitators.

The career day aimed at orienting students in different professional career paths and encouraging them to enroll for science and math subjects. The event was aimed at girls, as the MoEVT believes if more of them are exposed to science related activities, they will in turn pursue science related courses. The commissioner of education Maryam Yussuf served as the guest speaker during the opening ceremony and was an inspiration to the students.

#### 5.0 MANAGEMENT INFORMATION

During the reporting quarter, there were high-level visitors to the Project from USAID, AKF, and Inter Ministerial Level and other key Government Officials to MKEZA activities. Being the last quarter, the project discussions were on issues such as strategic planning and mapping out areas for future interventions. There were also several inter project consultations at the project level to further this goal.

# Management Visits

13th -16th February 2006: Ms. Cassandra Jesse, MKEZA Project Officer (outgoing) and Dr. Talaat Moreau, MKEZA Project Officer (Ms. Jesse's replacement) AIR, Washington. The purpose of this visit was to: (a) transition of duties from Ms. Cassandra Jesses to Dr. Talaat Moreau; (b) to come up with a strategy for wrap up of MKEZA Project, (c) as well as undertake site visits for case study write up. The trip also made a follow-up on procurement of textbooks and teacher guides.

20th February 2006: Jacqueline E. Schafer, Assistant Administrator EGAT/AA USAID Washington visited USAID education funded projects on the ground. She paid a courtesy call to the Hon. Haroun Suleiman, Minister of Education. She was accompanied by Ms. Pamela White, Mission Director USAID Tanzania and Mr. Tom Bayer, MKEZA CTO. Pamela White confirmed sponsorship of the Hon. Minister of Education and 3 senior staff to travel for a site visit to

vocational training programs in April 2006 to Mozambique to help MOEVT to prepare Technical Vocational Education Training programs for Zanzibar.

2<sup>nd</sup> March 2006: Kimberly Wylie, Communications Officer, USAID Tanzania visited the projects and facilitated a half day workshop on writing of success stories for MKEZA project and partner staff. Project staff was given the basic tools of how to identify and write success stories.

15th – 16th March 2006: Kathy Bartlett, AKF Geneva, Juliana Nzomo, Education Program Officer and Alex Alubisia, Chief of Party for the Education for Marginalized Communities in Kenya (EMACK) among others were guests that MKEZA hosted during the 2-day Early Children Development - ECD Forum. This was a follow up of the forum held in September 2004. The aim of the forum was to explore strategies of how to move forward considering the Zanzibar ECD Policy.

March 19<sup>th</sup> - 24th, 2006: Pamela White, Mission Director USAID Tanzania, Ms. Sithera Batha, USAID, Tanzania and Ms. Laura Kikuli, Project Management Specialist, USAID Tanzania - participated in the closing ceremony of the 3rd student science camp in Pemba. The Mission Director handed over furniture and equipment to Michakaini Teacher's Center; and met teachers attending inclusive education training for Braille usage.

29th March 2006: Aleta Williams and Sharon Nwankwo from USAID Washington visited Zanzibar and met with MOEVT and the MKEZA project staff. They gave an update on the status of the Request for Assistance (RFA). This would soon be posted for a competitive bidding process. They indicated USAID's interest to continue supporting education for Marginalized communities in Tanzania and Zanzibar

Visitors to MKEZA at Ministerial Level:

March 15th, 2006: Honorable Samia Suluhu Hassan, the Minister of Tourism, Industry and Investment for the opening of the ECD Forum accompanied by the Honorable Haroun Suleiman, Minister for Education and Vocation Training.

March 16th, 2006: Hon. Dr. Mwinyihaji Makame, Minister of State, President's Office, Finance and Economic Affairs for the closing ceremony of the ECD policy forum in Zanzibar at the Zanzibar Beach Resort hotel accompanied Honorable Haroun Suleiman, Minister for Education and Vocation Training.

15th and 16th March 2006: Former Chief Minster Bilal Mohamed, together with Mwanaidi Abdalla, Permanent Secretary, MOEVT and Permanent Secretary Ministry of Health.

20th March 2006: Honorable Haroun Suleiman, Minister for Education and Vocation Training, at the Opening Ceremony of the Girls Science Camp on 20 March in Pemba

24th March 2006: Honorable Khamis J. Makame, Deputy Minister of Education for the Closing Ceremony of the Girls Science camp. He accompanied Pamela White to the Michakaini Teacher Center and officially handed over furniture and equipment to the Center.

AKF Tanzania and East Africa

The Regional Executive Officer East Africa, Arif Neky, the CEO of AKF Canada and Regional Monitoring and Evaluation Officer and the Regional Education Officers, Juliana Nzomo, Seth Oguti, Nemat Hajeebhoy, Executive Officer, AKF Tanzania paid a courtesy call to the Projects. Fizza Moloo AKF Tanzania was also a regular visitor to the projects during the quarter.

New Staff Support

Linda Ulqini, Program Officer: Joined AKF USA's program team with responsibility to backstop for MKEZA project as well as for grants management, reporting, compliance and proposal development.

Laura Kikuli: Joined the USAID Tanzania Mission with primary responsibility to backstop for MKEZA at the Mission- she comes as a replacement for Halima Hashi who left for new opportunities.

#### Ministry of Education Involvement in MKEZA Activities

During the quarter MKEZA continued to engage MOEVT in the MKEZA project implementation. The quarter registered the highest participation of the key Ministry of Education Senior Officers at MKEZA activities and events. More then six Directors of MOEVT and other Senior Officials were involved in the MKEZA events and activities during the quarter. The newly appointed Minister for Education, Honorable Khamis J. Makame was introduced to MKEZA and activities in Pemba.

USAID sponsored Ministry of Education Officials, the Deputy Permanent Secretary and the Director for Higher Education (Science and Technology) to travel to Ghana for the Textbook fair in Ghana in January 2006 as part of the MOEVT collaboration with the South Carolina State University and USAID/SD/ED/Africa Education Initiative (AEI) Textbooks and Learning Materials Program (TLMP).

# Project Directors meetings

Two project Directors meetings were held during the quarter. The key issues for discussion were: close out activities, asset disposal plan, work plans up to April 30, 2006, final financial and narrative reporting requirements, MKEZA Project External Evaluation and the organization for close out Forum. They also discussed future project ideas.

No- Cost Project Extension is approved through May 31, 2006

MKEZA proposed a one-month no-cost extension for the project through the EQUIP 1 mechanism to enable the completion of unfinished activities during the quarter. The one-month no-cost extension is intended to allow AKF/AIR to complete the entire project related paperwork to be submitted to USAID. The no-cost extension was approved by USAID and MKEZA will continue its work though May 31,2006

#### **Best Practices for MKEZA**

- "What is remarkable in most, if not all, aspects of the project is the new and triangular approaches in implementation: involving children, teachers and community." – Hon. Haroun Suleiman
- Collaboration between Min. of Health and Min. of Education to assess children with disabilities: 486 children from 10 schools assessed in early 2006

#### Conclusion

The proposed no cost extension would be used to track as well as undertake monitoring of all implemented activities under MKEZA, to ascertain the efficacy of the initial grant and present options for strategic future support to education in Zanzibar.



Honorable Minister Haroun and Former Chief Minster Bilal in-group discussions

#### 6.0 CHALLENGES ENCOUNTERED

- In some activities such as the PDC baseline survey for Certificate in Education: Teacher Education (TOT) for Social Studies), involving Social Studies Advisors and Social Studies teachers at secondary level, women are hardly represented as there are none in these areas or there are very few if any. This is unlike in Madrasa pre-schools where almost all teachers attending trainings comprise of women.
- Drop outs in trainings/courses. Most of the participants that drop out leave for further studies, have transport problems, transfer to other non-participating schools, become ill orother personal reasons. However, this challenging issue is discussed with other participants who become trainers for training additional people as in the case of PDC/TAP.
- Teacher's morale in some pre-schools, for example Madrasat Arafa Mtambile, is low due to irregular fee payment by parents.
- Low attendance of parents during parent workshops.
- Some Madrasa pre-schools are facing the problem of commitment from their SMC members towards sustainability of their schools.
- During holidays, outdoor play equipment was stolen or destroyed in 3 pre-schools i.e. Kiboje, Kiomba Mvua, and Jendele. This necessitates the fencing of schools.
- Teachers in pre-schools are still not confident enough in facilitating parents' sessions. However, with time and training, they will be able to do so.

#### 7.0 LESSONS LEARNED

Attendance in meetings/workshops becomes higher when people know that they will get some money. This was clearly observed during HIV/AIDS workshop at ZMRC when most of the invitees (92%) attended.

- Pre-school teachers' assessment is a lengthy process that needs more time to be allotted in work plans.
- Involvement of Graduate Associations in school activities/meetings and distribution of communities' endowment dividends has triggered off the revival of non-functioning preschools.

# 8.0 SUCCESS STORIES/CASE STUDIES

Below is a list of success stories/case studies that are to be followed up for more detail by ZMRC and MKEZA.

- A former student of a ZMRC pre-school, Madrasa Rawdha in Jango'mbe passed very well to join a school for gifted children. Another former student of ZMRC pre-school, Madrasa Tawfiq in Kijito Upele performed so well in primary school, and was therefore promoted from standard 2 to standard 4.
- The Sheha (government area representative) of Kidimni is a strong supporter of Madrasa Al Rahma pre-school. He sends his own children to the school, is often seen around the school, cleaning or doing maintenance work. The Sheha's commitment to the school has motivated other parents to increase their involvement. Also the Village Development Committee has lobbied local authorities to build a toilet for the school, a sign of the community's commitment to the school.
- One parent at Ziwani Islamic has built playing equipment at home for his children as observed and learnt from the ZMRC pre-schools during parent involvement in school activities.
- A chairman of Madrasatul Nurul-Yaqin at Kisiwani has been actively involved in linking his
  pre-school to external donors. He has now been successful and has received funds from a
  donor. Roofing of the pre-school is in process.

# PLANS FOR APRIL 2006

#### PDC:

- Planning and development of Certificate in Education: Teacher Education (TOT) (CE:TE) for Social Studies second training was started in late March 2006 and will continue through early April 2006. The course will then commence after approval from AKU-IED.
- PDC will analyze the Librarians Capacity Building Workshop evaluation forms to find out if the workshop was sufficient or if there is need for another workshop.
- PDC will monitor and evaluate the implementation of skills learnt during the Librarians Capacity Building workshop. This will involve visits to the TC Libraries and school libraries to find out if the participants were able to implement what they learnt. During the monitoring visits, the Librarians/ TC Coordinators will also be advised and supported to help them run and manage their libraries better.

# TAP:

- Module 2 of the ASTC training that started in March, 2006, will continue.
- 24 out of 48 Year 1 training material units will be revised and printed.

#### NGORC:

- Unguja Civil Society Organizations training on Community Mobilization and Monitoring and Evaluation by NGORC.
- Civil Society Organizations training to School Management Committees and Community Development Committees on Community Mobilization and Monitoring and Evaluation
- Back up support to CSOs during their training to School Management Committees and Community Development Committees.

# ZMRC:

Follow-up activities to the new and graduate schools will continue

#### MKEZA Core Team:

- Additional material (tables and chairs) will be delivered to 7 Teacher Centers (4 in Unguja, 3 in Pemba) and NTTC that did not receive furniture during this quarter.
- Advocacy workshop for Special Needs Education
- Report writing/consolidation of partner January to March 2006 quarterly report, Year Two and final report.
- Continue with monitoring and supervision of the establishment of the model classrooms at Fuoni Secondary School, Unguja and Shamiani Secondary School in Pemba.

# ANNEX 1

# MKEZA PROJECT TRAININGS/WORKSHOPS FOR JANUARY - MARCH 2006

Table 1: Summary of Trainings/Workshops (Jan-Mar 2006)

		Number of	Number of Participants				Facilitators	
No.	Intermediate Result	Trainings /Wshops	Male	Female	Total	Male	Female	Total
1.	Intermediate Result 1.	2	19	15	34	1	1	2
2.	Intermediate Result 2.	10	170	56	226	19	4	23
3.	Intermediate Result 3.	44	309	1137	1446	10	6	16
4.	Intermediate Result 4.	14	436	360	796	69	29	98
5.	Cross cutting themes	3	72	160	232	6	19	25
	Grand total	73	1006	1728	2734	105	59	164

Table 2: Intermediate Result 1 - Improved Availability of Teaching and Learning Materials

Partner	Trainings/Workshops	Venue	Date	Period	Particip	ants		Facili	tators	
					M	F	T	M	F	T
TAP			13-15							
	Two days workshop for		March	Three						
	Language materials review	NTRC	2006	days	6	2	8		1	1
PDC	Library Capacity building	Unguja								
	workshop for TC	and	March							
	Librarians	Pemba	2006		13	13	26	1		1
Grand To	otal				19	15	34	1	1	2

Table 3: Intermediate Result 2 - Improved Teacher Skills

Partner	Trainings/Workshops	Venue	Date	Period	Partic	ipants		Facili	tator	s
					M	F	T	M	F	T
PDC			6,10 & 17	Three						
	Seminars on Mentoring	NTRC	Jan 2006	days	19	1	20	2		2
PDC	Seminar on Strategies of	M/Kaini								
	Facilitating Adult Learners	TC	19 Jan 06	One day	9	3	12	1		1
PDC		M/Kaini	20-21 Jan							
	Workshop 4: on Questioning	TC	2006	Two days	15	10	25	1		1
TAP	TC Coordinators Needs	M/Kaini	27-28 Jan							
	Assessment workshop	TC	2006	Two days	22	1	23	2		2
TAP	TOT Phase III: workshop for		31 Jan – 1							
	ASTC Trainers	NTRC	Feb 2006	Two days	27	5	32	2	1	3
PDC			30 Jan – 17	Three						
	CE: Teachers course – Phase III	NTRC	Feb 2006	weeks	17	4	21	6	1	7
PDC	Training on Needs Assessment	Libraries	14-17 Feb	Four						
	for TC Librarians	TC	2006	days	4	3	7	1	1	2
PDC	Improvisation of resources,									
	letter cutting, Hand writing and	M/Kaini	24-25 Feb							
	Labeling resources	TC	2006	Two days	15	11	26	2		2
Core		Mazons	2 March							
Team	Communication workshop	Hotel	2006	One day	8	3	11		1	1
PDC	TE: Short course 6: Classroom	M/Kaini	9-10 March							
	management	TC	2006	Two days	15	14	29	2		2
TAP	School Committee Needs	M/Kaini								
	assessment workshop	TC	17 Mar 06	One day	19	1	20			
Grand To	otal				170	56	226	19	4	23

Table 4: Intermediate Result 3 - Improved Student Readiness for School

Partner	Trainings/Workshops	Venue	Date	Period	Participants			Facilitators		
					M	F	T	M	F	T
Core	Third Teachers in service Training		28 Jan – 4 Feb	Five						
Team	on Inclusive Education	Pemba	2006	days	15	17	32	5	2	7
Core			20-24 Feb	One						
Team	Training on Sign Language	Unguja	2006	week	12	19	31	1	1	2

			T					1		1
Core			27 Feb – 3	One						_
Team	Training on Sign Language	Pemba	March 2006	week	16	15	31	1	1	2
Core			13-17 March	One						
Team	Braille Training	Unguja	2006	week	12	19	31	1	1	2
Core			20-24 March	One						
Team	Braille Training	Pemba	2006	week	16	15	31	2	1	3
ZMRC				One						
	Training on Transition	Unguja	14 Jan 2006	day		14	14			
ZMRC		0 /	,	One						
	Training on colors	Pemba	14 Jan 2006	day		29	29			
ZMRC	11	1 ciliba	11 Juli 2000	One						
ZIVIKC	Training on Problem solving	Unguja	15 Jan 2006	day	37	37	74			
ZMRC	Training on Froblem solving	Oliguja	13 Jan 2000	One	37	37	/4			
ZMKC	T :: 11 : C171C	D 1	22 1 2007			1.1	1.4			
	Training on Islamic Child Care	Pemba	22 Jan 2006	day		14	14			
ZMRC	Training on Children right	Pemba	Jan 2006		2	124	126			
ZMRC				One						
	Training on Physical Education	Unguja	28 Jan 2006	day		62	62			
ZMRC	Training on roles of CRT in			One						
	Madrasa	Pemba	28 Jan 2006	day		27	27			
ZMRC			,	One						
	Training on Islamic Child Care	Pemba	30 Jan 2006	day		14	14			
ZMRC	Training on Orientation for	- 511104	30 Jan – 3 Feb	Four		- 1	- 1			
ZIVIKC	untrained teachers	Unguja	2006	days		16	16			
71 (D.C.	untrained teachers	Onguja	2006			10	10			
ZMRC	m · · · 131 · · 1	D 1	2 1 2004	One	22		20			
	Training on children right	Pemba	3 Feb 2006	day	23	6	29			
ZMRC				One						
	Training on Language skills	Unguja	4 Feb 2006	day		10	10			
ZMRC				One						
	Training on Islamic Child Care	Pemba	8 Feb 2006	day	9	11	20			
ZMRC				One						
Ziville	Training on Transition	Pemba	11 Feb 2006	day	2	43	45			
ZMRC	Easing transition of children from	1 CIIIDa	111652000	One		15	13			
ZMKC		T.T	12 E-1 2007			13	13			
	pre to primary school	Unguja	12 Feb 2006	day		13	13			
ZMRC	Involving parents in Mathematics			One						
	subjects	Unguja	18 Feb 2006	day		9	9			
ZMRC			18 March	One						
	Training on inclusive education	Pemba	2006	day		11	11			
ZMRC	Training on stages of child		18 March	One						
	development	Pemba	2006	day		10	10			
ZMRC	Training on addition and			One						
ZiviiC	subtraction	Pemba	22 Feb 2006	day	2	40	42			
ZMDC		remba		,		40	42			
ZMRC	Training on effect of things in		25 March	One						
	water	Unguja	2006	day	ļ	66	66			
ZMRC			25 March	One						
	Training on child assessment	Unguja	2006	day		52	52			
ZMRC			25 March	One		-				
	Development children material kit	Unguja	2006	day		6	6			
ZMRC	•			One						
	Development children material kit	Unguja	1 March 2006	day		14	14			
ZMRC	20. cropment emidien material kit	Ciiguja	1 1141111 2000	One		11	11			
ZIVIIC	Training on Language skills	Unguja	4 March 2006			10	10			
71 m c	Training on Language skills	Onguja	+ iviaich 2000	day	<del>                                     </del>	10	10			
ZMRC				One						
	Training on child motivation	Unguja	4 March 2006	day		24	24			
ZMRC	Training on children and			One						
	HIV/AIDS	Pemba	4 March 2006	day	42	57	99	<u></u>	<u></u>	
ZMRC				One						
	Training on Planning	Pemba	5 March 2006	day	8	13	21			
ZMRC	Training on improving school's			One	Ť					
Zivino	environment	Unguja	7 March 2006	day		49	49			
ZMDC	CIVITOIIIICIL	Onguja			<del>                                     </del>	47	47	-	-	
ZMRC	71		11 March	One		4.0	4.0			
	Training on health promotion	Unguja	2006	day		10	10			
ZMRC	Training on how to teach young	Unguja	11 March	One		11	11			

	children to read		2006	day						
ZMRC			14 March	One						
	Training on accident and safety	Pemba	2006	day	7	11	18			
ZMRC	Training on materials development									
	and how to teach young children		18 March	One						
	how to write	Unguja	2006	day	21	15	36			
ZMRC	Training on children profile	Pemba	March 2006	3 days	27	42	69			
ZMRC			24 March	One						
	Training on feeding program	Pemba	2006	day	6	10	16			
ZMRC			25 March	One						
	Training on inclusive education	Pemba	2006	day	2	41	43			
ZMRC			26 March	One						
	Training on needs assessment	Unguja	2006	day	15	27	42			
ZMRC			13-18 March	Six						
	Center based orientation training	Pemba	2006	days		26	26			
ZMRC			25 March	One						
	CBT on Inclusive education	Pemba	2006	day		29	29			
ZMRC	Training on awareness on easing									
	transition of children from pre to			One						
	primary schools	Pemba	25 Feb 2006	day	32	33	65			
ZMRC	Training on easing transition of									
	children from pre to primary		25 March	One						
	schools	Pemba	2006	day	3	16	19			
Grand To	otal						144			
					309	1137	6	10	6	16

Table 5: Intermediate Result 4 - Improved School Management

Partner	Trainings/Workshops	Venue	Date	Period	Partic	ipants		Facili	tators	
					M	F	Т	M	F	T
NGORC	CSOs trainers train SMCs and	CSOs	16-20 Jan							
	CDCs on Leadership Skill	Localities	2006	Five days	102	58	160	21	9	30
NGORC	Fund Raising Skill to CSOs		6-9 Feb							
	trainers	Pemba	2006	Four days	21	9	30	1	2	3
NGORC	CSOs trainers train SMCs and	CSOs	11-18							
	CDCs on fund raising skill	Localities	Feb 2006	Eight days	102	58	160	21	9	30
NGORC			28 Feb –							
	Training of trainers on record	Conferen	3 March							
	keeping	ce room	2006	Four days	10	5	15	1	1	2
NGORC		Mazingir	28 Feb –							
	Training on trainers on	a -	3 March							
	Record Keeping	Pemba	2006	Four days	12	3	15	3		3
NGORC			4-12							
	CSOs trainers train SMCs and	CSOs	March							
	CDCs on Record Keeping	localities	2006	Nine days	101	59	160	22	8	30
ZMRC	Training on Financial record		22 Jan							
	keeping	Pemba	2006	One day	3	3	6			
ZMRC			11 Feb							
	Training on analysis of MEI	Unguja	2006	One day		68	68			
ZMRC	Training on community	Ciigaja	12 Feb	One day		00	00			
Zinito	mobilization	Pemba	2006	One day	15	17	32			
	Training on fundraising	1 ciriou	19 Feb	one day	10	- 1	32			
ZMRC	strategy	Unguja	2006	One day	35	30	65			
ZMRC	Training on roles of CRTs in	0 1-8 1-1								
21.210	the management of Madrasa		28 Feb							
	Pre school	Unguja	2006	One day	24	17	41			
ZMRC	Training on sustainability of		4 March		<del>  -</del> -					
	Madrasa Pre school	Pemba	2006	One day	9	14	23			
ZMRC			18 March			· ·				
	Training on Leadership	Pemba	2006	One day	2	8	10			
ZMRC	0 1		19 March	,	1					
	Training on report writing	Unguja	2006	One day		11	11			

Table 6: Cross Cutting Themes

Partner	Trainings/Workshops	Venue	Date	Period	Partic	ipants		Facili	tators	
					M	F	T	M	F	T
Core		M/Kaini								
Team	1ST Student Career day	TC	4 March 2006	One day	14	16	30	1	4	5
Core										
Team	2 <sup>nd</sup> Student Career day	NTTC	7 March 2006	One day	12	22	34		5	5
Core		F/Castro	19-24 March							
Team	Third FAWE Girls' Camp	Sec	2006	Five days	46	122	168	5	10	15
Grand To	otal				72	160	232	6	19	25

# ANNEX 2

Table 1: List of 3<sup>rd</sup> Science Camp Students and Teacher Participants

	SCHOOLS	STUDE			TEA	CHERS	,
Unguja		M	F	T	M	F	T
<u> </u>	Lumumba Sec. School		5			1	
	Hamamni Sec. School		5			1	
	Bububu Sec. School		5			1	
	M/Kwerekwe A Sec. School		5			1	
	Mkwajuni Sec. School		5			1	
	Donge Sec. School		5		1		
	Tumbatu Sec. School		5			1	
	Mahonda Sec. School		5			1	
	Makunduchi Sec. School		5			1	
	Ndijani Sec. School		5		1		
	Kitogani Sec. School		5			1	
	Mpapa Sec. School		5		1		
S/ Total	12 secondary schools		60		3	9	
Pemba							
	Fidel Castro Sec. School		5			1	
	Utaanni Sec. School		5			1	
	Mchangamdogo Sec. School		5			1	
	Kangani Sec. School		5			1	
	Shamiani Sec. School		5			1	
	Islamic College		5		1		
	Uweleni Sec. School		5		1		
	Wingwi Sec. School		5		1		
	Shumba Sec. School	5				1	
	Kiwani Sec. School	5				1	
	Chanjanjawari sec. School	5			1		
	Wawi Sec. School	5			1		
	Makombeni Sec. School	5			1		
	Konde Sec. School	5				1	
	Limbani Sec. School	5			1		
	Minungwini Sec. School	5				1	
S/Total	16 secondary schools	40	40	80	7	9	16
G/Total	28 Secondary School	40	100	140	10	18	28
	Facilitators						
Unguja					2	8	10
Pemba					3	3	6
Total					5	11	16

Table 2: Interim National Science Club Officers

Position	Name of Students	Sex	School	Level	Region	
Chairperson						
_	Fatma Mohammed Kassum	F	Lumumba S/S	Form III	Unguja	
Vice	Rajwa Said Mohammed	F	Fidel Castro S/S	Form III	Pemba	
Chairperson						
Secretary	Fatma Abdi Mohammed	F	M/Kwerekwe S/S	Form III	Unguja	
Treasurer	Salim Saleh Abdullah	F	Limbani S/S	Form 1	Pemba	
Auditor	Mtumwa Salim Hamad	M	Uweleni S/S	Form III	Pemba	
Project	Shemsa Salim Hamdoun	F	Hamamni S/S	Form III	Unguja	
Manager						

The table shows that leadership in the national science club is evenly distributed for all participating schools in both Unguja and Pemba with inclusion of one male student in the rank of officers.

Table 3: MKEZA/JPKF Phase V - School Based SNE Teacher Support Beneficiary Data (Jan-Feb 06)

No.	Name of School	SMCs/Parents			Teachers			Children			Total		
		Advocacy		Supported			Assessed		d	(U&P)			
		M	F	T	M	F	T	M	F	T			
UNGUJA													
1	Makoba Primary	127	181	308	26	30	56	26	69	95	459		
2	Chwaka Primary	156	233	389	18	12	30	12	14	26	445		
3	Kidongo Chekundu "B"	6	11	17	5	10	15	18	26	44	76		
4	Kisauni Primary	78	146	224	5	23	28	7	23	30	282		
5	Mtopepo "B"	185	405	590	10	24	34	36	26	62	686		
	Sub Total Unguja		976	1528	64	99	163	99	158	257	1948		
	PEMBA												
6	Ngwachani Primary	197	212	409	) 14	4 2	4 3	8 18	3 10	5 34	481		
7	Pondeani Primary	95	281	376	5 14	4 23	3 3	7 22	2 34	4 50	469		
8	Gando Primary	141	89	230	) 14	4 12	2 20	35	5 24	4 59	315		
9	Sizini Primary	133	106	239	15	5 1	1 20	30	38	8 68	333		
10	Ole Primary	273	404	677	7	2.	5 3	4 9	9 3	3 12	723		
	Sub Total Pemba		1092	1931	l 60	5 9.	5 16	1 114	115	5 229	2321		
Total (Unguja & Pemba)		1391	2068	3459	130	) 194	4 32	4 213	3 273	3 486	4269		